



Entry 1 School Information

Created: 06/19/2017 • Last updated: 07/31/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# NEW VISIONS CHS FOR THE HUMANITIES (SUNY Trustees)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION NYC CSD 10

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	99 Terrace View Bronx, NY 10463	718-817-7686	718-817-7688	

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Kernit Patterson
Title	Director of School Operations
Emergency Phone Number (###-###-####)	917-880-4394

e. SCHOOL WEB ADDRESS (URL) <http://www.newvisions.org/humanities>

f. DATE OF INITIAL CHARTER 12/2010

g. DATE FIRST OPENED FOR INSTRUCTION 08/2011

i. TOTAL ENROLLMENT ON JUNE 30, 2017 532

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	9, 10, 11, 12
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

I1. FACILITIES

Does the school maintain or operate multiple sites?

No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	99 Terrace View Avenue Bronx, NY 10463	718-817-7686	CSD 10	9, 10, 11, 12	Yes	DOE space
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Magaly Hicks	718-817-7686	646-793-1834	mhicks27@charternewvisions.org
Operational Leader	Kermit Patterson	718-817-7686	917-880-4394	kpatterson23@charternewvisions.org
Compliance Contact	Matt Gill	212-645-5110	646-486-8118	mgill@newvisions.org
Complaint Contact	Lori Mei	212-645-5110	646-486-8173	lmei@newvisions.org

m1. Is the school or are the school sites co-located? Yes

m2. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	No plans to leave current co-location space	No		No		Yes
Site 2						
Site 3						

n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). No

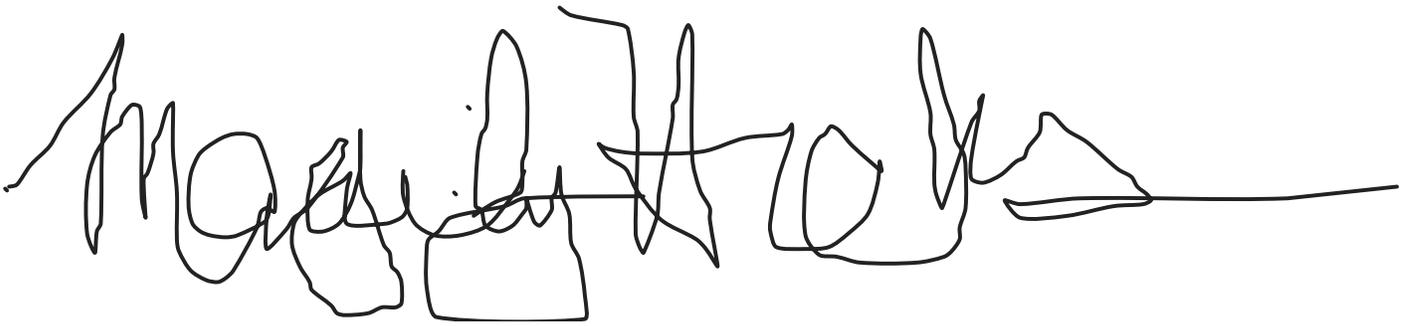
o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Lori Mei, Managing Director of Charter Operations and School Development, Matthew Gill, Deputy Director of Charter Operations, Melissa Marcus, Charter Accountability Facilitator, Magaly Hicks, Principal

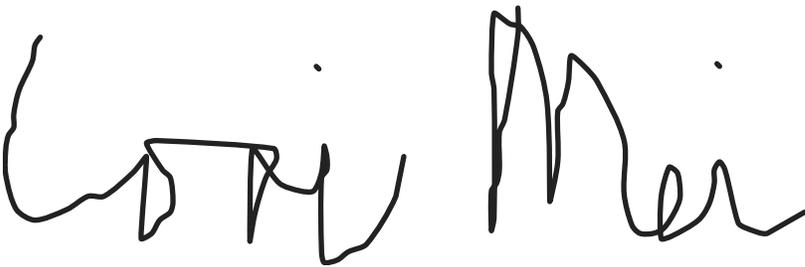
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Magaly Hicks". The signature is written in a cursive style with a long horizontal line extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Lori Mei". The signature is written in a cursive style.

Date

2017/06/30

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 06/28/2017

1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/reportcard.php?year=2016&instid=800000070186>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



**NEW VISIONS CHARTER HIGH
SCHOOL FOR THE HUMANITIES
(HUM)**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Vernon David & Magaly Hicks

Senior Program Officer of Charter Network
Assessments & Principal

99 Terrace View Avenue, Bronx, NY 10463
718-817-7686

INTRODUCTION

Robert Hiller, Principal, Allison Cohen, Deputy Director, Data Analytics, and Vernon David, Senior Program Officer, Network Assessments, New Visions for Public Schools prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Nancy Grossman	Chairperson
Stacy Martin	Treasurer
Peter Cantillo	Member
Frederick Levy	Member
Carol "Lili" Lynton	Member
Michael Nathan	Member
Selina Urbina	Member
Edna Vega	Member
Jindra Zitek	Member

Magaly Hicks has served as the principal since August 1, 2014.

INTRODUCTION

Mission

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 with approximately 125 ninth grade students and served grades 9-12 in 2016-2017. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking¹, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. In the 2016-2017 school year, 538 students were enrolled in HUM. Of these students:

- 87% are eligible for free or reduced price lunch
- 96% are Black or Latino
- 21% are students with disabilities
- 11% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.

¹ The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

INTRODUCTION

- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.
- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.
- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2012-13	135	112	0	0	247
2013-14	119	97	104	0	335
2014-15	159	105	69	98	431
2015-16	187	165	80	72	504
2016-17	194	158	114	77	543

² Family School Alliances are the NVCHS version of Parent Associations and are deliberately named to emphasize the partnership between the school and families.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2014-15	2011-12	2011	105	2	103
2015-16	2012-13	2012	83	3	82
2016-17	2013-14	2013	91	0	91

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

HIGH SCHOOL COHORTS

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ³ (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	100	5	105
2015-16	2012-13	2012	81	5	86
2016-17	2013-14	2013	91	0	91

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ⁴ (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	N/A	N/A	N/A
2015-16	2011-12	2011	6	99	105
2016-17	2012-13	2012	0	86	86

³ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

⁴ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the [Choose an item.] that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).⁵ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

HUM did not meet the goal of 65% with a rate of 44%.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	103	29%
2012	82	30%
2013	91	44%

EVALUATION

HUM's third accountability cohort fell short of reaching the College Readiness measure but showed an improvement of 14 percentage points from the previous year.

As the team analyzed the data from both the Comprehensive ELA Regents and the Common Core ELA Regents it revealed the need for more work on analysis and teaching students how to annotate a text for understanding. The last two trimesters were spent on focused annotation to build

⁵ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁶ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

students' skills in analysis by interacting with texts and how the parts of those texts worked together to present a message. This focus on reading helped students develop skills in identifying textual evidence appropriately and use these to write claims for arguments and thesis statements for literary analysis papers.

ADDITIONAL EVIDENCE

Forty eight percent of the students in the 2014 cohort have already surpassed the rate attained by the 2013 cohort. Continued attention must be paid to the progress of the 2015 and 2016 cohorts as they progress through high school, in particular in relation to their progress meeting college readiness measures.

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	111	14%	101	31%	91	44%
2014	147	5%	163	25%	147	48%
2015			170	10%	163	36%
2016					128	10%

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS

HUM did not meet the goal of 65% with a rate of 39%.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	76	18%
2012	61	25%
2013	74	39%

EVALUATION

HUM's third accountability cohort fell short of reaching the College Readiness measure but showed an improvement of 14 percentage points from the previous year.

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

⁷ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

RESULTS

HUM’s Accountability Performance Level of 120 did not exceed the English language arts AMO of 178 for all students combined.

English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
N = 91	10	60	18	12

$$\begin{array}{rclclclclclcl}
 \text{PI} & = & 60 & + & 18 & + & 12 & = & 90 \\
 & & & & 18 & + & 12 & = & \underline{30} \\
 & & & & & & \text{APL} & = & 120
 \end{array}$$

EVALUATION

HUM’s 2013 cohort did not exceed the APL goal of 178 with an APL of 120. Increasing the percentage of student that score in performance Levels 3 and 4 is an important component to increasing the school’s performance in this measure in the future. As we continue to program our students using their data and considering even more closely their learning, as well as their promotional needs, we anticipate improvements in our year 7 results.

ADDITIONAL EVIDENCE

N/A

Goal 1: Comparative Measure

Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

Performance on the APL for cohort 2013 fell short of the APL of Community School District 10.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Accountability Performance Level (APL)⁸ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	96	103	140	4,178
2012	114	82	147	4,098
2013	120	91	N/A	N/A

EVALUATION

The 2013 cohort's APL of 120 did not exceed the local district's cohort 2012 APL of 140.

ADDITIONAL EVIDENCE

N/A

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10, (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and in subsequent grades.

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made**

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. HUM administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in English.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

⁸ For an explanation of the procedure to calculate the school's APL, see page 31.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Growth in College Readiness By High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
2016		
Total		

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁹

HUM did not meet any of the required English language arts goals in its accountability plan. Analysis of these results suggest that the school must refocus instruction to ensure that students are achieving higher levels of performance on required assessments if it is to meet goals in the future.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	Did Not Achieve

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

Over the course of academic school year, in order to meet our school goals, we monitored students' performance and teachers' instructional delivery and implemented the following action plan. We will continue to monitor and refine this plan in the coming year:

1. Analyze June and August, 2016 Common Core ELA Regents data, including students' exam scripts and item analysis results for patterns and goal setting,
2. Conduct weekly planning meetings with teachers of the Common Core English classes,
3. Implement professional development including inter-disciplinary planning, inquiry, data analysis, backwards planning and assessments,
4. Carry out informal and formal observations with feedback focusing on specific skills and strategies identified through analysis of student work and learning walks in a timely manner,
5. Conduct strategic professional development workshops focusing on areas identified through item and Regents data analyses, and teacher surveys
6. Adjust instructional focus based on student need identified through ongoing assessments.

We used and will continue to use the following objectives and evidence as performance indicators to measure our success and evaluate our progress:

1. Common Core ELA Regents Data - the number of students tested and the number who passed the test,
2. Baseline assessments,
3. Trimester course grades,
4. Trimester Assessments - Mid-Term/Mock Regents/Benchmark,
5. Student work products, and
6. The results of instructional interventions based on analysis of student assessment work products.

GOAL 2: MATHEMATICS

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹⁰ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

HUM did not meet the goal of 65% with a rate of 16%.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	103	16%
2012	82	17%
2013	91	16%

EVALUATION

HUM’s third accountability cohort fell short of reaching the College Readiness measure. The result is similar to previous years with the 2012 and 2011 cohorts having rates of 17% and 16% respectively.

¹⁰ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹¹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

ADDITIONAL EVIDENCE

At 36% Cohort 2014 has already doubled the rate achieved by the 2013 cohort. The 2015 and 2016 cohorts already have rates of 52% and 45% respectively on track meet the goal.

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	111	6%	101	7%	91	16%
2014	147	5%	163	5%	147	36%
2015			170	4%	163	52%
2016					128	45%

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

RESULTS

HUM did not meet the goal of 65% with a rate of 8%.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	63	3%
2012	47	21%
2013	73	8%

EVALUATION

HUM's third accountability cohort fell short of reaching the College Readiness measure which is a decrease from the previous year's cohort by 13 percentage points.

¹² Based on the highest score for each student on the Mathematics Regents exam

ADDITIONAL EVIDENCE

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of **165**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

HUM’s Accountability Performance Level of 99 fell short of the mathematics AMO of 165 for all students combined.

Mathematics Accountability Performance Level (APL)
For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
N = 91	11	79	10	0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 79 & + & 10 & + & 0 & = & 89 \\
 & & & & 10 & + & 0 & = & \underline{10} \\
 & & & & & & \text{APL} & = & 99
 \end{array}$$

HIGH SCHOOL GOALS: MATHEMATICS

EVALUATION

HUM's performance on this measure was far lower than the measure required for all students although and for the three subgroups. As with ELA, increasing the percentage of students that score in performance levels 3 and 4 is an important component to increasing the school's performance on this measure in the future.

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

Performance on the APL for cohort 2013 fell short of the APL of Community School District 10.

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹³

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	91	103	127	4,178
2012	104	82	133	4,098
2013	99	91	N/A	N/A

EVALUATION

The 2013 cohort's APL of 99 did not exceed the local district's cohort 2012 APL of 133.

ADDITIONAL EVIDENCE

N/A

Goal 1: Optional Measure

¹³ See page 39 above for an explanation of the APL.

HIGH SCHOOL GOALS: MATHEMATICS

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Math on subsequent tests and in subsequent grades.

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made**

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the counselors about individual student strengths and weaknesses while there is still time to address them. HUM administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Math.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

Mathematics Growth in College Readiness By High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

HIGH SCHOOL GOALS: MATHEMATICS

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁴

HUM did not meet any of the required mathematics goals in its accountability plan. Analysis of these results suggest that the school must refocus instruction to ensure that students are achieving higher levels of performance on required assessments if it is to meet goals in the future.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	Did Not Achieve

ACTION PLAN

To achieve the goal of getting at least 65% of the students to score at the college and career readiness level, HUM plans to 1) identify the students early through diagnostic testing, 2) administer frequent formative assessments, 3) conduct data analysis to identify specific areas of the curriculum to concentrate on, 4) increase the amount of time in Mathematics classes inside the school day and in our after-school and Saturday programs, 5) increase the support afforded to Special Education students in Mathematics, and 6) program students for success and intentional groupings.

¹⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 3: SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

HUM did meet the goal of 75% with a rate of 84%.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	103	88%
2012	82	83%
2013	91	84%

EVALUATION

HUM's third accountability cohort exceeded measure with a rate of 84%. The school has exceeded the measure for the last three years.

¹⁵ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

ADDITIONAL EVIDENCE

Over two-thirds of the 2014 cohort have met the goal after only three years while almost two-thirds of the 2015 cohort have met the goal after only two years. A fifth of the 2016 cohort have already met the goal. These trends suggest that the school is making progress towards meeting the measure's target.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	111	40%	101	67%	91	84%
2014	147	10%	163	48%	147	69%
2015			170	26%	163	60%
2016					128	20%

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

HUM's 84% pass rate for cohort 2013 surpasses that of the district which reported a rate of 73% for cohort 2012.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	88%	103	72%	4,178
2012	83%	82	73%	4,098
2013	84%	91	N/A	N/A

EVALUATION

HUM's third accountability cohort exceeded the goal by achieving a pass rate of 84%, 11 percentage points higher than that of 2012 students in Community School District 10.

ADDITIONAL EVIDENCE

Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [(PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE))] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Science by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in subsequent tests and in subsequent grades.

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.**

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. HUM administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT at grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Science.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

Students will meet and exceed state standards for mastery of skill and content knowledge in the area of social studies.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

HUM did met the goal of 75% with a rate of 86%.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	103	57%
2012	82	66%
2013	91	86%

EVALUATION

HUM's third accountability cohort exceeded measure with a rate of 86%. The school improved by 20 percentage points and has exceeded the measure for the first time.

¹⁶ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

ADDITIONAL EVIDENCE

This subject will be a focus area for HUM given the pass rate of all of the cohorts in the school in order for HUM to progress towards a high level of performance. Almost two-thirds of the 2014 cohort have met the goal after only three.

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	111	2%	101	34%	91	86%
2014	147	2%	163	33%	147	62%
2015			170	5%	163	26%
2016					128	0%

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

HUM's 86% pass rate for cohort 2013 surpasses that of the district which reported a rate of 71% for cohort 2012.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	57%	103	69%	4,178
2012	66%	86	71%	4,098
2013	86%	91	N/A	N/A

EVALUATION

HUM's third accountability cohort exceeded the goal by achieving a pass rate of 86%, 15 percentage points higher than that of 2012 students in Community School District 10.

ADDITIONAL EVIDENCE

N/A

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

HUM did not meet the goal of 75% with a rate of 52%.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	103	53%
2012	82	67%
2013	91	52%

EVALUATION

The 2013 cohort, with a 52% pass rate, did not meet this measure falling 23 percentage points below the required 75% pass rate. Since 2014-2015, HUM has offered accelerated Global History courses, providing double period courses to complete the traditional 2 year course in 1 year. The aforementioned cohorts were not part of this initiative; they have sat in Global History preparatory courses, in addition to US History prep courses in an effort to meet graduation requirements in their 4th year of high school. With the change of graduation requirements in 2015-2016, many students used the 4+1 option and focused on passing the US History exam, which data shows a higher pass rate for Cohort 2013.

¹⁷ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

ADDITIONAL EVIDENCE

The 2014 and 2015 cohorts have already exceed cohort 2013's rate at 64% and 60% respectively, indicating that the school is on track the goal in the future.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	111	29%	101	44%	91	52%
2014	147	28%	163	49%	147	64%
2015			170	36%	163	60%
2016					128	34%

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

The 2013 cohort's pass rate is 52% falling short of the rate of 67% for local district's 2012 cohort.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	53%	103	65%	4,178
2012	67%	82	67%	4,098
2013	52%	91	N/A	N/A

EVALUATION

After making progress last year, the rate was lower for the 2013 cohort. Moving forward, the Global History department will closely monitor summative assessments via item analysis data to determine areas of improvement to provide instructional support.

ADDITIONAL EVIDENCE

N/A

NCLB

Goal 5: Social Studies

The school will make adequate yearly progress.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

HUM is in good standing this year.

EVALUATION

HUM is in good standing for the 2016-2017 school year, the third year that the school had an accountability cohort.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will meet all of New York State Graduation standards.

Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

COURSE OFFERINGS	
MATH	Algebra I Algebra II and Trigonometry AP Calculus AB Geometry

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

HISTORY	AP World History Economics Global History Government US History
SCIENCE	Anatomy and Physiology Chemistry Earth Science Living Environment Marine Biology Physics Space Science
ENGLISH	AP English Literature and Composition English – 9, 10, 11, 12 ESL, Beginning, Intermediate, Advanced English Honors Pre-AP English 11
FOREIGN LANGUAGE	Native Spanish Spanish I, II, III, IV
ART & MUSIC	Art History Film Making Graphic Design Music Music Engineering Studio Art I, II
OTHER	Health Physical Education: Aerobics Physical Education: Personal Fitness Physical Education: Strength and Conditioning Everyday Physical Education

RESULTS

HUM met the goal of 75% with a rate of 97%.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	170	90%
2016	130	97%

EVALUATION

HUM, like all NVCHS has a rigorous promotion policy in order to ensure that students have the skills and knowledge they need to be successful in Upper House and once they graduate from high school. As the school developed, the network increased the criteria required for students to be promoted from one grade to the next. This policy change had an impact on overall promotion rates. Two of the cohorts (2012 and 2013) met this measure while the remaining two (2014 and 2015) fell short of the goal. HUM's 2014 and 2015 cohorts both met the requirements for Percent of Students in First and Second year cohorts earning the required number of credits. As HUM moves towards year six, we have hired more teachers and Administrators who work as a team to continue to strengthen our instructional pedagogy and embrace challenges as they arise. Together, we look for new and rigorous ways for students to experience authentic learning. We will continue on our journey to become an exceptional Professional Learning Community in a Caring Environment. Our primary focus is to be able to expertly plan and deliver quality rigorous instruction that is aligned to the common core, and leads to a high level of student achievement. In addition, a huge part of our work will be to continue building a positive school culture and climate, where staff has a shared sense of purpose. As such, the underlying norms are of collegiality, continuous improvement, and a lot of hard work. HUM will celebrate students' accomplishments, teacher and staff innovation, and parental commitment. This year, we will work towards defining those norms, and shaping our school community.

HUM's core belief isfailure is not an option

It is not your environment; it is you, the quality of your mind, the education of your soul, and the determination of your will that will decide your future and shape your life.

The belief that every child can succeed is non-negotiable

Therefore HUM's expectations are clear and simple. We will be the vehicles that will drive our students' learning so they will achieve their highest potential. We will accomplish this by setting high academic expectations for all, and providing support systems to make sure students' goals are met. We will address school culture, set high standards for teacher performance, increase academic interventions and ensure teachers and students receive ongoing feedback.

Our success in increasing promotion and graduation rates began with creating a "YES HUM CAN" Success Plan. We identified the needs of all learners and scheduled them in purposeful blocks based on their needs. We administered multiple baseline assessments, set goals and monitored students' performance including revising benchmarks at each cycle. HUM created blocks for all learners to address specific skills, and courses including targeted interventions, that led to afterschool support.

ADDITIONAL EVIDENCE

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

RESULTS

HUM did not meet the goal of 75% with a rate of 58%.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	111	27%
2014	163	42%
2015	160	58%

EVALUATION

Although none of the school's cohorts met this measure, the 2015 cohort improved by 15 percentage points from previous cohorts.

ADDITIONAL EVIDENCE

August 1, 2014 HUM's principal began to develop and organize a school-wide professional development, on a cyclical basis to improve teacher pedagogy and support student achievement in areas related to instruction for core content, inquiry and assessment. We set the following goals to support our professional development:

HUM's Professional Development Goals for Core Content, Inquiry and Assessment

Measurable Objective	By the end of SY 2016-2017, HUM will have completed 3 cycles of Professional Development and Inquiry around Instruction, Assessment and Student Progress based on specific skills (standards driven), student work products and instructional strategies for a selected sub-group
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Action Plan	<ol style="list-style-type: none"> 1. Align PD to Inquiry, Instruction and Assessment 2. Organize Inquiry Teams by Content/Cohort 3. Establish goals for PD and Inquiry for SY 2015-2016 4. Create PD Framework and Calendar that supports the work for the year 5. Identify the focus for each cycle of PD/Inquiry/Assessment 6. Create protocols for Inquiry and Professional Development sessions 7. Create tools (by content team) for conducting inquiry and planning instructional next steps 8. Create as schedule for Inter-visitations based on inquiry and professional development cycles
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HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

	<ol style="list-style-type: none"> 9. Develop tools for inter-visitations 10. Schedule PD and Inquiry Team meetings based on school schedule
Evidence/Data	<ol style="list-style-type: none"> 1. Student assessment work products 2. Content Team Curriculum 3. Teacher lesson plans 4. Teacher-Inter-visitation Logs 5. Content Team Inquiry Logs 6. Teacher Observation Logs 7. PD Cycle Reports 8. Content Team benchmark assessment results

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.¹⁸ Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

Eighty-six percent of HUM's 2013 cohort met graduation requirements with additional students expected to graduate once their summer school information has been verified. Ninety percent of the 2012 cohort graduated in 5 years.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	105	71%
2012	86	84%
2013	91	86%

¹⁸ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2010	N/A	N/A
2011	105	85%
2012	86	90%

EVALUATION

Cohort 2013's results indicate a 4-year graduation rate of 86%. The 84% rate is nine percentage points higher than the measure required. Cohort 2012's results indicate a 5-year graduation rate of 90%, which is five percentage points lower than the measure required. Our strategy included school counselors meeting with all cohort 2013 students and all parents. Teachers were committed to HUM students' success, and volunteered their time. Students were assigned mentors and tutors. In addition, we assigned a third teacher for extra support in some classes such as math and ELA. We celebrated students as they excelled, and gave them awards and incentives when they approached benchmarks. Our best project was "HUM Regents Boot Camp" in which we provided all students with maximum support, after school, and on weekends.

ADDITIONAL EVIDENCE

N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison¹⁹. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

HUM's cohort 2013 graduation rate of 86% exceeds the Community School District's rate from 2012 cohort by 17 percentage points.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in	Percent	Number in	Percent

¹⁹ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Year	Cohort	Graduating	Cohort	Graduating
2011	105	71%	4,178	64%
2012	86	84%	4,098	69%
2013	91	86%	N/A	N/A

EVALUATION

HUM's cohort 2013 graduation rate of 86% exceeds Community School Districts rate from 2012 by 17 percentage points. All three of HUM's accountability cohort have exceeded the local district rate.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The 2013 cohort met two of the four goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved

ACTION PLAN

In 2016-2017 we established the school goals that guide our plans to improve high school graduation and college readiness. At the end of the year, we reviewed our progress toward the goals and, in 2017-2018; we will continue building on our success in these goals.

GOAL 7: COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

All graduating students will be prepared for academic institutions of higher education.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

On average, HUM 10th graders scored between 419 in Critical Reading and 418 in mathematics in 2016-2017. Statewide averages were not available at the time this report was prepared.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	107	87	34	41	33	42
2015-16*	181	133	398	TBD	400	TBD
2016-17*	193	146	419	TBD	418	TBD

*The PSAT scale was changed in 2015-2016 so that it aligns more to SAT scores which are also three digit numbers.

EVALUATION

Students enter HUM reading, on average, below grade level. Many lack the basic skills needed to demonstrate comprehension or reading fluency on an exam like the PSAT. This is true for both the math and Critical Reading sections. A focus on reading strategies in on-demand situations across all content areas has shown an increase on regular assessments in classes. We expect that student performance will improve on more formal assessments when students take it a second time.

ADDITIONAL EVIDENCE

N/A

New Visions Charter High School for the Humanities (HUM)

Charter School 2016-17 Accountability Plan Progress Report

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

RESULTS

The average critical reading score for the 35 12th graders who took the PSAT was 413 and the average score for mathematics was 392.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2014-15	97	65	362	488	362	502
2015-16	86	48	375	489	361	501
2016-17	91	35	413	TBD	392	TBD

EVALUATION

HUM 12th graders are on average below the state average on the SAT in 2015-2016. Every year HUM has made gains in its average critical reading and math scores.

ADDITIONAL EVIDENCE

N/A

Goal 7: Comparative

The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score meeting the college and career readiness standard on a math Regents exam AND an English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score meeting the college and career readiness standard on a math Regents exam and on an English Regents exam. The Regents view these data as an important indicator of future student success.

New Visions Charter High School for the Humanities (HUM)

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Students who graduate high school – but do so with scores below the college and career readiness standard – are likely to require remediation in college.

RESULTS

A total of 15% of graduates in the 2013 cohort met the aspirational performance measure by scoring as compared 40% statewide (2011 cohort).

Percent of Graduates Meeting the Aspirational Performance Measure²⁰

Cohort	Charter School	Statewide ²¹
2011	16%	40.0
2012	6%	N/A
2013	15%	N/A

EVALUATION

A total of 15% of graduates in the 2013 cohort met the aspirational performance measure. The school's performance was significantly below that of the state's 2011 cohort. The school made an improvement of 9 percentage points compared to the previous year's rate.

Goal 7: Comparative

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

One percent of HUM's 2012 graduation cohort graduated with an Advanced Regents Diploma after four years.

Percent of Graduates with a Regents Diploma with Advanced Designation²²

²⁰ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²¹ Statewide results for the 2013 cohort are not yet available.

²² Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Cohort	Charter School	School District ²³
2011	4%	24%
2012	1%	25%
2013	2%	N/A

EVALUATION

Two percent of the school's third graduation cohort achieved an Advanced Regents diploma, well below the district rate of 25% from 2012.

Goal 7: Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement ("AP") exam, a College Level Examination Program ("CLEP") exam or a college level course.

METHOD

This goal was measured using Advanced Placement (AP) courses and/or exams that graduates took and passed during their time at HUM.

RESULTS

One student took and passed an Advanced Placement (AP) course and/or exam during their four years of high school.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁴
2011	29	28%
2012	N/A	N/A
2013	78	1%

EVALUATION

Since 2014, we have started to prepare our students to take AP courses, beginning with pre-AP Biology. This school year 2016-2017, HUM students were scheduled for AP courses. In addition, HUM is in the process of becoming a Career and Technical Education (CTE) school. We are piloting a variety of majors that, in time, students will be able to receive approved CTE certifications for completion.

Goal 7: Absolute

²³ District results for the 2013 cohort are not yet available.

²⁴ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

METHOD

HUM will collect college data on the percentage of graduating seniors who register for college and the number of college credits they earn in their first year.

RESULTS

Since the 2013 cohort just graduated in June and August, college registration and the number of credits they earn in their first year is not yet available.

EVALUATION

Since the 2013 cohort just graduated in June and August, college registration and the number of credits they earn in their first year is not yet available.

SUMMARY OF THE COLLEGE PREPARATION GOAL

HUM did not meet any of the required mathematics goals in its accountability plan.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	N/A

ACTION PLAN

HUM's College Director will continue to monitor and track every student by their graduation cohort to ensure that they have completed all college required documents, partake in internships and community service, **College Now Programs**, and are scheduled for the SAT and ACT assessments. In addition, the College Director frequently meets with parents to assist with Financial Aid and scholarships. He will continue to expose students to CUNY and SUNY schools, schedules city and

HIGH SCHOOL GOALS: COLLEGE PREPARATION

out-of state-college trips, and College Fairs. In addition, the director organizes the school counselors and creates a schedule to begin the college process with our Lower House students, so they can be exposed to college and careers early on. The School Counselor and College Director develop group guidance workshops for students on a regular basis.

APPENDIX A: ADDITIONAL GOALS

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

The cohort consists of all students enrolled in school on BEDS day (the first Wednesday in October) in a given year. All of these students are tracked to determine whether they are still enrolled in the school on BEDS day in the following year. The retention rate excludes students that have graduated.

RESULTS

A total of 83% of students returned in 2015-2016.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
512	74	362	83%

EVALUATION

The 83% retention rate is seven percentage points lower than the 90% goal.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	81%
2015-16	81%
2016-17	83%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Student attendance is taken daily and results input into an electronic system. Daily, period, weekly and monthly attendance reports are maintained and used by school leadership and staff to identify

APPENDIX A: ADDITIONAL GOALS

students who are not in school and to follow-up to ensure that they are in attendance. Daily calls are made to the parents of absent students and follow-up meetings are held with families to discuss attendance issues and determine appropriate interventions.

RESULTS

HUM's average daily attendance rate of 87% was consistent in all the grades.

2016-17 Attendance

Grade	Average Daily Attendance Rate
9	89%
10	91%
11	89%
12	96%
Overall	87%

EVALUATION

The overall attendance rate of 87% was nine percentage points lower than the 95% goal.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	88%
2015-16	89%
2016-17	87%

APPENDIX B: SUPPLEMENTARY TABLES

HIGH SCHOOLS: SUBJECT AREA MEASURES

Click here to enter text. Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2010	2011	2012	2013
Integrated Algebra	N/A	87%	86%	67%
Geometry	N/A	11%	4%	23%
Algebra 2	N/A	0%	1%	2%

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2010	2011	2012	2013
Living Environment	N/A	80%	82%	80%
Earth Science	N/A	10%	4%	23%
Chemistry	N/A	5%	8%	3%
Physics	N/A	0%	0%	0



Entry 4 Expenditures per Child

Last updated: 07/26/2017

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	8394169
Line 2: Year End FTE student enrollment	532
Line 3: Divide Line 1 by Line 2	15779

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	626719
Line 2: Management and General Cost (Column)	61913
Line 3: Sum of Line 1 and Line 2	688632
Line 5: Divide Line 3 by the Year End FTE student enrollment	1294

Thank you.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

FINANCIAL STATEMENTS

JUNE 30, 2017

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2016)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
New Visions Charter High School for the Humanities

Report on the Financial Statements

We have audited the accompanying financial statements of New Visions Charter High School for the Humanities (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

An Independent Member of Baker Tilly International

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Visions Charter High School for the Humanities as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited New Visions Charter High School for the Humanities' 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 25, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 16, 2017

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2017

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2016)

ASSETS	2017	2016
Cash	\$ 2,934,142	\$ 2,142,704
Cash - restricted	75,363	75,250
Grants receivable	566,740	547,048
Prepaid expenses and other assets	5,048	6,183
Property and equipment, net	<u>120,177</u>	<u>107,646</u>
	<u>\$ 3,701,470</u>	<u>\$ 2,878,831</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 252,236	\$ 85,147
Accrued salaries and other payroll related expenses	256,750	165,444
Due to NYC Department of Education	60,592	45,886
Due to related entities	<u>151,732</u>	<u>153,865</u>
	721,310	450,342
NET ASSETS		
Unrestricted	2,979,191	2,428,489
Temporarily restricted	<u>969</u>	<u>-</u>
	<u>2,980,160</u>	<u>2,428,489</u>
	<u>\$ 3,701,470</u>	<u>\$ 2,878,831</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2017

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2016)

	Unrestricted	Temporarily Restricted	2017	2016
OPERATING REVENUE				
State and local per pupil operating revenue	\$ 8,591,644	\$ -	\$ 8,591,644	\$ 8,199,257
Government grants and contracts	690,113	-	690,113	647,711
	<u>9,281,757</u>	<u>-</u>	<u>9,281,757</u>	<u>8,846,968</u>
EXPENSES				
Program services	7,950,522	-	7,950,522	7,126,553
Management and general	861,955	-	861,955	687,679
Fundraising	-	-	-	70,776
	<u>8,812,477</u>	<u>-</u>	<u>8,812,477</u>	<u>7,885,008</u>
SUPPORT AND OTHER INCOME				
Grants and other income	71,678	10,457	82,135	165,537
Interest income	256	-	256	197
Released from restrictions	9,488	(9,488)	-	-
	<u>81,422</u>	<u>969</u>	<u>82,391</u>	<u>165,734</u>
CHANGE IN NET ASSETS	550,702	969	551,671	1,127,694
NET ASSETS - BEGINNING OF YEAR	<u>2,428,489</u>	<u>-</u>	<u>2,428,489</u>	<u>1,300,795</u>
NET ASSETS - END OF YEAR	<u>\$ 2,979,191</u>	<u>\$ 969</u>	<u>\$ 2,980,160</u>	<u>\$ 2,428,489</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2017

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2016)

	<u>No. of Positions</u>	<u>Program Services</u>			<u>Supporting Services</u>	<u>2017</u>	<u>2016</u>
		<u>Regular Education</u>	<u>Special Education</u>	<u>Total</u>	<u>Management and General</u>		
Personnel service costs							
Administrative staff personnel	24	\$ 739,929	\$ 209,505	\$ 949,434	\$ 638,631	\$ 1,588,065	\$ 1,434,475
Instructional personnel	51	2,292,932	1,177,748	3,470,680	-	3,470,680	2,940,243
Total salaries and staff	75	3,032,861	1,387,253	4,420,114	638,631	5,058,745	4,374,718
Fringe benefits and payroll taxes		585,752	276,384	862,136	126,857	988,993	840,250
Retirement		146,999	67,238	214,237	30,953	245,190	205,102
Management company fee		564,485	164,363	728,848	13,693	742,541	707,757
Legal services		32,667	8,388	41,055	117	41,172	6,790
Accounting and audit services		-	-	-	20,064	20,064	20,031
Other purchases of professional and consulting services		269,346	90,949	360,295	3,644	363,939	350,474
Repairs and maintenance		13,029	3,886	16,915	1,590	18,505	188,350
Insurance		38,195	10,745	48,940	700	49,640	46,072
Utilities		43,747	13,494	57,241	3,995	61,236	50,171
Instructional supplies and materials		136,992	34,698	171,690	-	171,690	153,172
Equipment and furnishings		27,954	7,089	35,043	375	35,418	73,843
Staff development		21,466	11,970	33,436	3,309	36,745	11,270
Marketing and recruitment		5,296	2,415	7,711	1,806	9,517	9,718
Technology		165,267	45,741	211,008	4,314	215,322	276,023
Food service		98,493	28,267	126,760	1,429	128,189	75,260
Student services		250,857	65,224	316,081	-	316,081	282,512
Office expense		137,997	38,653	176,650	8,701	185,351	123,466
Depreciation		56,359	16,410	72,769	1,367	74,136	68,399
Other		39,344	10,249	49,593	410	50,003	21,630
		\$ 5,667,106	\$ 2,283,416	\$ 7,950,522	\$ 861,955	\$ 8,812,477	\$ 7,885,008

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2016)

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 9,276,771	\$ 8,711,321
Other cash received	82,391	165,734
Cash paid to employees and suppliers	<u>(8,481,057)</u>	<u>(7,769,571)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	878,105	1,107,484
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(86,667)</u>	<u>(86,385)</u>
NET INCREASE IN CASH	791,438	1,021,099
CASH - BEGINNING OF YEAR	<u>2,142,704</u>	<u>1,121,605</u>
CASH - END OF YEAR	<u>\$ 2,934,142</u>	<u>\$ 2,142,704</u>
 Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 551,671	\$ 1,127,694
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	74,136	68,399
Changes in operating assets and liabilities:		
Cash - restricted	(113)	(92)
Grants receivable	(19,692)	(163,308)
Prepaid expenses and other assets	1,135	(1,589)
Due from related entities	-	1,438
Accounts payable and accrued expenses	167,089	(14,574)
Accrued salaries and other payroll related expenses	91,306	57,735
Due to NYC Department of Education	14,706	27,661
Due to related entities	<u>(2,133)</u>	<u>4,120</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 878,105</u>	<u>\$ 1,107,484</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

1. NATURE OF THE ORGANIZATION

New Visions Charter High School for the Humanities (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 14, 2010 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School, led by the Board of Trustees, received a charter from The Charter Schools Institute – State University of New York ("SUNY–CSI") to operate a charter school in the State of New York pursuant to certain terms and conditions set forth in its approved Charter Application and Charter Agreement dated November 19, 2010. The School endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and safety. The School's charter was renewed for an additional five years, expiring in December 2020.

The School is exempt from Federal income tax under section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii) of the IRC.

In fiscal year 2017, the School operated classes for students in ninth, tenth, eleventh, and twelfth grades.

The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, and school safety. Square footage totaling 12,629 feet is allocated to the School.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets, permanently restricted, temporarily restricted, and unrestricted, be displayed in the statement of financial position and that the amounts of change in each of those classes of net assets be displayed in the statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities.

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

The School has no permanently restricted net assets at June 30, 2017.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash – Restricted

Included in cash – restricted is an escrow account of \$75,363 and \$75,250 at June 30, 2017 and 2016, respectively, which is held aside for contingency purposes as required by SUNY–CSI.

Grants Receivable

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to \$566,740 and \$547,048 at June 30, 2017 and 2016, respectively. The School has determined that no allowance for uncollectible accounts was necessary at June 30, 2017 and 2016. Such estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue is recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and certain state and local funds are recorded when expenditures are incurred and billable to the government agencies.

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Net Assets

Unrestricted net assets consist of revenues derived from government agencies, public contributions and other revenues for youth education. These net assets account for resources over which the Board of Trustees has discretionary control to use in carrying on the operations of the School.

Premises Provided by Government Authorities

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined, and is industry practice.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as they occur. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. The School expenses leasehold improvements because it has no lease and is uncertain that the space will be available beyond the close of the current fiscal year. Removable equipment that can be transferred to new space, if necessary, is capitalized. Depreciation is provided on the straight line method over the estimated useful lives as follows:

Furniture and office equipment	3 years
Computer equipment	3 years

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2017 and 2016.

Functional Allocation of Expenses

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of the proportionate share of instructional expenses and management and general. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 16, 2017, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2017 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2016 are presented. As a result, the June 30, 2016 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2016 information should be read in conjunction with the School's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure and transition.

The School files informational returns in the Federal and New York State jurisdictions. With few exceptions, the School is no longer subject to Federal, state, or local income tax examinations for fiscal years before 2014.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes (continued)

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts filed. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as "Interest Expense." The School would classify penalties in connection with underpayments of income tax as "Other Expense."

Recent Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board ("FASB") issued an accounting standards update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

In February 2016, the FASB issued an accounting standards update which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related lease liability for many operating leases now currently off-balance sheet under current U.S. GAAP. Accounting by lessors remains largely unchanged from current U.S. GAAP. The update is effective using a modified retrospective approach for fiscal years beginning after December 15, 2019, and for interim periods within fiscal years beginning after December 15, 2020, with early application permitted. The School is currently evaluating the effect the update will have on its financial statements.

In August 2016, the FASB issued an accounting standards update which aims to improve information provided to creditors, donors, grantors, and others while also reducing complexity and costs. The update is the first phase of a project regarding not-for-profits which aims to improve and simplify net asset classification requirements and improve the information presented and disclosed in financial statements about liquidity, cash flows, and financial performance. The update is effective retrospectively for financial statements issued for fiscal years beginning after December 15, 2017, and interim periods within fiscal years beginning after December 15, 2018, with earlier application permitted. The School is currently evaluating the effect the update will have on its financial statements.

In November 2016, the FASB issued an accounting standards update which amends cash flow statement presentation of restricted cash. The update requires amounts generally described as restricted cash and restricted cash equivalents be included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts shown on the statement of cash flows. The update is effective retrospectively for fiscal years beginning after December 15, 2018, and interim periods within fiscal years beginning after December 15, 2019, with early adoption permitted. The School is currently evaluating the effect the update will have on its financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

3. RELATED PARTY TRANSACTIONS

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and New Visions dated July 22, 2011, New Visions provides educational management and operational services, and fundraising to the School. As compensation to New Visions for these services rendered, the School pays 8% of its gross revenues. Gross revenue is defined as all such funding provided by the State, Federal, and local governments, but excludes any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2017 and 2016 amounted to \$151,732 and \$149,665, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2017 and 2016 totaled \$742,541 and \$707,757, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2017, there was no balance due to or from the other charter schools. At June 30, 2016, the balance due to the other charter schools was \$4,200.

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30,:

	<u>2017</u>	<u>2016</u>
Computer equipment	\$ 341,502	\$ 254,834
Furniture and office equipment	17,483	17,483
	<u>358,985</u>	<u>272,317</u>
Less: accumulated depreciation	<u>(238,808)</u>	<u>(164,671)</u>
	<u>\$ 120,177</u>	<u>\$ 107,646</u>

Depreciation expense amounted to \$74,136 and \$68,399 for the years ended June 30, 2017 and 2016, respectively.

5. GRANTS RECEIVABLE

Grants receivable consist of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30,:

	<u>2017</u>	<u>2016</u>
School Improvement Grant	\$ -	\$ 80,000
E-Rate Reimbursement	58,212	62,448
Mount Vernon – Per Pupil	95,342	99,006
Yonkers – Per Pupil	21,233	14,873
Title I	157,362	149,170
Title II	5,011	5,131
NYS Additional Funding	229,080	109,068
Other	500	27,352
	<u>\$ 566,740</u>	<u>\$ 547,048</u>

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

6. PENSION PLAN

The School has adopted the New Visions for Public Schools' pension plan (the "Plan") which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least 1 full year of service and completion of 1,000 work hours and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employee's service. Pension expense amounted to \$245,190 and \$205,102, net of forfeitures, for the years ended June 30, 2017 and 2016, respectively, and is included in retirement in the statement of functional expenses.

7. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to protect itself from such risks.

The School is subject to various claims and legal proceedings covering a wide range of matters that arise in the ordinary course of its business activities. Management believes that any liability that may ultimately result from the resolution of these matters will not have a material adverse effect on the financial condition or results of operations of the School.

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

8. COMMITMENTS

In December 2011, the School entered into a service contract with Lincoln Center Institute for the Arts in Education ("LCI") to receive high school literacy-related services based on a fee for service basis. The contract is effective through June 2017, with additional one-year extensions until the contract is terminated. A one year extension was elected through June 2018. Services include teaching artists, program manager, and yearly licensing for materials. The fee is based on rates negotiated between LCI and the United Federation of Teachers, Lincoln Center Teaching Artist Chapter, NYSUT, AFT, AFL-CIO, whose rates are expected to increase 3% per year. Future minimum payments under the contract through June 30, 2018 are \$100,585.

The School leases office equipment and copiers under non-cancelable operating leases which will expire in the year ended June 30, 2017. The leasing expense for the years ended June 30, 2017 and 2016 was \$85,557 and \$34,110, respectively, which is included in the accompanying statement of functional expenses under office expense. Future minimum lease payments are as follows:

<u>June 30,</u>	
2018	\$ 37,200
2019	37,200
2020	9,300
	<u>\$ 83,700</u>

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2017

9. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limit of \$250,000.

The School received approximately 92% and 91% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2017 and 2016, respectively.

The School's grants receivable consist of four major grantors accounting for approximately 95% at June 30, 2017 and five major grantors accounting for approximately 91% at June 30, 2016.

The School's payables consist of one major vendor accounting for approximately 11% at June 30, 2017 and two major vendors accounting for approximately 58% at June 30, 2016.



Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards

To the Board of Trustees
New Visions Charter High School for the Humanities

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for the Humanities (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 16, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the School in a separate letter dated October 16, 2017.

An Independent Member of Baker Tilly International

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

MBAF CPAs, LLC

New York, NY
October 16, 2017



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	New Visions Charter High School for the Humanities
Audit Period:	2016-17
Prior Period:	2015-16
Report Due Date:	Wednesday, November 01, 2017
Date Submitted:	Monday, October 23, 2017
School Fiscal Contact Name:	Cynthia Rietscha
School Fiscal Contact Email:	crietscha@newvisions.org
School Fiscal Contact Phone:	646-486-6307
School Audit Firm Name:	MBAF
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	mtaub@mbafcpa.com
School Audit Contact Phone:	212-576-1400

Please submit the following items to the **SUNY Charter Schools Institute** via email or online portal:

Email: charters@suny.edu
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

And, if applicable:

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
Management Letter	
Management Letter Response	N/A
Form 990	Filing date was extended.
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

Please **also** submit the following items to the **New York State Education Department** via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular A-133" for the federal filing requirements which can be found on the Office of Management and Budget website: www.whitehouse.gov/omb/information-for-agencies/circulars

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Statement of Financial Position
as of June 30, 2017

<u>ASSETS</u>	<u>2016-17</u>	<u>2015-16</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 3,009,505	\$ 2,217,954
Grants and contracts receivable	566,740	547,048
Accounts receivables		-
Prepaid expenses	5,048	6,183
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	3,581,293	2,771,185
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	120,177	107,646
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	3,701,470	2,878,831
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 252,236	\$ 85,147
Accrued payroll and benefits	256,750	165,444
Deferred Revenue	60,592	45,886
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	151,732	153,865
TOTAL CURRENT LIABILITIES	721,310	450,342
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-
TOTAL LIABILITIES	721,310	450,342
<u>NET ASSETS</u>		
Unrestricted	2,979,191	2,428,489
Temporarily restricted	969	-
TOTAL NET ASSETS	2,980,160	2,428,489
TOTAL LIABILITIES AND NET ASSETS	3,701,470	2,878,831

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Statement of Activities
as of June 30, 2017

	2016-17			2015-16
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 7,574,675	\$ -	\$ 7,574,675	\$ 7,300,084
Students with disabilities	1,016,969	-	1,016,969	899,173
Grants and Contracts				
State and local	229,080	-	229,080	109,068
Federal - Title and IDEA	377,465	-	377,465	334,461
Federal - Other	83,568	-	83,568	204,182
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,281,757	-	9,281,757	8,846,968
EXPENSES				
Program Services				
Regular Education	\$ 5,667,106	\$ -	\$ 5,667,106	\$ 5,511,826
Special Education	2,283,416	-	2,283,416	1,614,727
Other Programs	-	-	-	-
Total Program Services	7,950,522	-	7,950,522	7,126,553
Management and general	861,955	-	861,955	687,679
Fundraising	-	-	-	70,776
TOTAL OPERATING EXPENSES	8,812,477	-	8,812,477	7,885,008
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	469,280	-	469,280	961,960
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	256	-	256	197
Miscellaneous income	71,678	10,457	82,135	165,537
Net assets released from restriction	9,488	(9,488)	-	-
TOTAL SUPPORT AND OTHER REVENUE	81,422	969	82,391	165,734
CHANGE IN NET ASSETS	550,702	969	551,671	1,127,694
NET ASSETS BEGINNING OF YEAR	2,428,489	-	2,428,489	1,300,795
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 2,979,191	\$ 969	\$ 2,980,160	\$ 2,428,489

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Statement of Cash Flows
as of June 30, 2017

	<u>2016-17</u>	<u>2015-16</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 551,671	\$ 1,127,694
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	74,136	68,399
Grants Receivable	(19,692)	(163,308)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	1,135	(1,589)
Accounts Payable	167,089	(14,574)
Accrued Expenses	-	-
Accrued Liabilities	91,306	57,735
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	14,706	27,661
Interest payments	(113)	(92)
Due to related entities	-	1,438
Due from related entities	(2,133)	4,120
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$ 878,105</u>	<u>\$ 1,107,484</u>
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(86,667)	(86,385)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$ (86,667)</u>	<u>\$ (86,385)</u>
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$ -</u>	<u>\$ -</u>
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	<u>\$ 791,438</u>	<u>\$ 1,021,099</u>
Cash at beginning of year	2,142,704	1,121,605
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u><u>\$ 2,934,142</u></u>	<u><u>\$ 2,142,704</u></u>

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Statement of Functional Expenses
as of June 30, 2017

	2016-17				2015-16			
	Program Services		Supporting Services		Program Services		Supporting Services	
	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total
Personnel Services Costs								
Administrative Staff Personnel	739,929	209,505	-	949,434	-	638,631	1,588,065	1,434,475
Instructional Personnel	2,292,932	1,177,748	-	3,470,680	-	-	3,470,680	2,940,243
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	3,032,861	1,387,253	-	4,420,114	-	638,631	5,058,745	4,374,718
Fringe Benefits & Payroll Taxes	585,752	276,384	-	862,136	-	126,857	988,993	840,250
Retirement	146,999	67,238	-	214,237	-	30,953	245,190	205,102
Management Company Fees	564,485	164,363	-	728,848	-	13,693	742,541	707,757
Legal Service	32,667	8,388	-	41,055	-	117	41,172	6,790
Accounting / Audit Services	-	-	-	-	-	20,064	20,064	20,031
Other Purchased / Professional / Consulting Services	269,346	90,949	-	360,295	-	3,644	363,939	350,474
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	13,029	3,886	-	16,915	-	1,590	18,505	188,350
Insurance	38,195	10,745	-	48,941	-	700	49,641	46,072
Utilities	43,747	13,494	-	57,241	-	3,995	61,236	50,171
Supplies / Materials	136,992	34,698	-	171,690	-	-	171,690	153,172
Equipment / Furnishings	27,954	7,089	-	35,043	-	375	35,418	73,843
Staff Development	21,466	11,970	-	33,436	-	3,309	36,745	11,270
Marketing / Recruitment	5,296	2,415	-	7,711	-	1,806	9,517	9,718
Technology	165,267	45,741	-	211,008	-	4,314	215,322	276,023
Food Service	98,493	28,267	-	126,760	-	1,429	128,189	75,260
Student Services	250,857	65,224	-	316,081	-	-	316,081	282,512
Office Expense	137,997	38,653	-	176,650	-	-	185,351	123,466
Depreciation	56,359	16,410	-	72,769	-	8,701	81,470	68,399
OTHER	39,344	10,249	-	49,593	-	1,367	50,960	21,630
Total Expenses	\$ 5,667,106	\$ 2,283,416	\$ -	\$ 7,950,522	\$ -	\$ 861,955	\$ 8,812,477	\$ 7,885,008

No. of Positions

24.00
51.00
-
75.00



Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New Visions Charter High School for the Humanities

SCHOOL

Name:	New Visions Charter High School for the Humanities
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CONTACT INFORMATION

Contact Name:	Cynthia Rietscha
Contact Title:	Chief Operating Officer
Contact Email:	crietscha@newvisions.org
Contact Phone:	646-486-6307

REPORT PERIOD

Current Academic Year:	2017-18
Prior Academic Year:	2016-17

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
2017-18

ENROLLMENT BY GRADES									
GRADES	1	2	3	4	5	6	7	8	UNGRADED
INITIAL BUDGETED ENROLLMENT									
TOTAL ENROLLMENT = 560	150	147	151	112	112	112	112	112	112

ENROLLMENT BY DISTRICT												
PRIOR YEAR ACTUAL	ANNUAL BUDGET								UNGRADED			
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT							
1	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
534.8	560	0	0	0	560	0	560	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												
2	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		Actual	Actual	Actual	Actual
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Enrollment	Enrollment	Enrollment	Enrollment
534.8	560	0	0	0	560	0	560	0	560	0	560	0
ANNUAL BUDGET												
1	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		Original	Revised	Original	Revised
	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
534.8	560	560	560	560	560	560	560	560	560	560	560	560
ANNUAL BUDGET												
2	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		Actual	Actual	Actual	Actual
	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
534.8	560	560	560	560	560	560	560	560	560	560	560	560

1	PRIMARY/OTHER	DISTRICT NAME(S)	NVC CHANCELLOR'S OFFICE
2	SECONDARY District	(Select from drop-down list) →	

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
2017-18

STAFFING PLAN - FULL-TIME EQUIVALENT ("FTE")

*NOTE: Enter the number of FTE positions in the "blue" cells.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				Description of Assumptions
	2016-17	ACTUAL	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Executive Management	1.0		Original	Revised	Original	Revised	Original	Revised	Actual	Actual	
Instructional Management	4.0		1.0	1.0	1.0	1.0	1.0	1.0			
Deans, Directors & Coordinators	9.0		5.0	5.0	5.0	5.0	5.0	5.0			
CFO / Director of Finance	1.0		9.0	9.0	9.0	9.0	9.0	9.0			
Operation / Business Manager	6.0		1.0	1.0	1.0	1.0	1.0	1.0			
Administrative Staff	6.0		6.0	6.0	6.0	6.0	6.0	6.0			
TOTAL ADMINISTRATIVE STAFF	25.0		26.0	26.0	26.0	26.0	26.0	26.0	0.0	0.0	0.0

*NOTE: If there are NO budget revisions at the time of quarterly submission leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget column for the affected quarter(s) must be completed on tabs 2, 3 and 4.

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				Description of Assumptions
	2016-17	ACTUAL	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Teachers - Regular	23.0		Original	Revised	Original	Revised	Original	Revised	Actual	Actual	
Teachers - SPED	9.0		20.0	20.0	20.0	20.0	20.0	20.0			
Substitute Teachers			6.0	6.0	6.0	6.0	6.0	6.0			
Teaching Assistants			2.0	2.0	2.0	2.0	2.0	2.0			
Specialty Teachers	13.0		16.0	16.0	16.0	16.0	16.0	16.0			
Aides			6.0	6.0	6.0	6.0	6.0	6.0			
Therapists & Counselors	6.0		5.0	5.0	5.0	5.0	5.0	5.0			
Other			0.0	0.0	0.0	0.0	0.0	0.0			
TOTAL INSTRUCTIONAL	51.0		76.0	76.0	76.0	76.0	76.0	76.0	0.0	0.0	0.0

*NOTE: Each quarter, the actual FTE should be input

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				Description of Assumptions
	2016-17	ACTUAL	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Nurse			Original	Revised	Original	Revised	Original	Revised	Actual	Actual	
Librarian			0.0	0.0	0.0	0.0	0.0	0.0			
Custodian			0.0	0.0	0.0	0.0	0.0	0.0			
Security			0.0	0.0	0.0	0.0	0.0	0.0			
Other			0.0	0.0	0.0	0.0	0.0	0.0			
TOTAL NON-INSTRUCTIONAL	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

*NOTE: State the assumptions that are being made for personnel FTE levels.

TOTAL PERSONNEL SERVICE FTE	PRIOR YEAR		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				Description of Assumptions
	2016-17	ACTUAL	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	76.0		76.0	76.0	76.0	76.0	76.0	76.0	0.0	0.0	0.0

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan 2017-18

2017-18

DESCRIPTION OF ASSUMPTIONS

	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30				Total Year				Variance		
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue	8,808,563	3,102,965	-	3,278,654	-	1,608,235	-	1,769,618	-	9,259,762	9,259,762	-	951,199	951,199	-	9,259,762	9,259,762	-	951,199	951,199	(1,111,422)	(1,111,422)	
Total Expenses	8,382,092	2,516,361	-	2,379,838	-	2,333,803	-	2,427,512	-	9,473,514	9,473,514	-	(160,223)	(160,223)	-	9,473,514	9,473,514	-	(160,223)	(160,223)	(160,223)	(160,223)	
Net Income	446,472	586,604	-	898,816	-	(625,577)	-	560	-	286,248	286,248	-	1,119,422	1,119,422	-	286,248	286,248	-	1,119,422	1,119,422	-	-	
Actual Student Enrollment	535	500	-	500	-	500	-	500	-	500	500	-	500	500	-	500	500	-	500	500	-	-	
Prior Year Actual	2016-17	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Revenue Per Pupil	14,527	7,501,640	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707
Per Pupil Rate	14,527	7,501,640	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707	2,711,707	33.3%	2,711,707
Revenue From State Sources																							
Revenue From Federal Funding																							
Revenue From Local and Other Sources																							
TOTAL REVENUE	8,808,563	3,102,965	-	3,278,654	-	1,608,235	-	1,769,618	-	9,259,762	9,259,762	-	951,199	951,199	-	9,259,762	9,259,762	-	951,199	951,199	(1,111,422)	(1,111,422)	

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan 2017-18

Budget / Operating Plan 2017-18

DESCRIPTION OF ASSUMPTIONS

	2016-17				2017-18				2017-18				VARIANCE Original Budget vs. PY Budget	Revised Budget	Variance	Revised Budget	Variance	Revised Budget	Variance	
	Original Budget	Revised Budget	Variance	Prior Year Actual Revenue Per Pupil	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30	Total Year											
EXPENSES																				
ADMINISTRATIVE STAFF PERSONNEL COSTS																				
Avg. No. of Positions	20.00																			
Executive Management	155,905	40,549	-	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	40,549	
Director of Finance	174,659	99,974	-	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	
Director of Operations	174,659	99,974	-	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	
Director of Student Services	174,659	99,974	-	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	
Director of Instruction	174,659	99,974	-	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	
Director of Business Manager	174,659	99,974	-	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	99,974	
Administrative Staff	245,825	63,230	-	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	63,230	
TOTAL ADMINISTRATIVE STAFF	218,826	67,983	-	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	67,983	
TOTAL ADMINISTRATIVE STAFF	1,524,931	444,755	-	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	444,755	
INSTRUCTIONAL PERSONNEL COSTS																				
Teachers - Regular	1,539,363	418,306	-	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	418,306	
Teachers - SPED	585,120	34,664	-	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	
Reading Assistants	16,480	16,480	-	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	16,480	
Specialty Teachers	876,244	251,746	-	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	251,746	
Aides	394,226	103,229	-	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	103,229	
Other	3,395,154	844,294	-	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	
TOTAL INSTRUCTIONAL	3,395,154	844,294	-	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	844,294	
NON-INSTRUCTIONAL PERSONNEL COSTS																				
Nurse																				
Librarian																				
Counselor																				
Security																				
Other																				
TOTAL NON-INSTRUCTIONAL																				
SUBTOTAL PERSONNEL SERVICE COSTS	4,970,117	1,288,986	-	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	1,288,986	
PAYROLL TAXES AND BENEFITS																				
Payroll Taxes	400,949	138,892	-	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	138,892	
Fringe / Employee Benefits	588,138	176,050	-	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	176,050	
Retirement / Pension	293,100	88,298	-	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	88,298	
TOTAL PAYROLL TAXES AND BENEFITS	1,282,187	403,240	-	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	403,240	
TOTAL PERSONNEL SERVICE COSTS	6,252,304	1,692,226	-	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	1,692,226	
CONTRACTED SERVICES																				
Printing / Audit	30,954	5,000	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
Legal	21,117	7,000	-	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	
Management Company Fee	601,454	248,307	-	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	248,307	
Nurse Services	5,269	3,529	-	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	
Food Service / School Lunch	15,371	5,833	-	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	
Special Ed Services																				
Treatment Services (i.e. Title I)																				
Other Purchased / Professional / Consulting	298,908	39,400	-	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	39,400	
TOTAL CONTRACTED SERVICES	964,143	302,009	-	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	302,009	

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan
2017-18

Budget / Operating Plan
2017-18

Budget / Operating Plan
2017-18

DESCRIPTION OF ASSUMPTIONS

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Budget vs. PY Budget
Total Revenue	8,890,563	3,102,965	-	3,276,654	-	1,698,225	-	1,769,618	-	9,759,762	9,759,762	-	951,199	951,199	-	(1,111,422)	(1,111,422)	(160,223)
Total Expenses	8,842,092	2,514,361	-	2,297,838	-	2,233,803	-	2,472,512	-	9,473,514	9,473,514	-	286,248	286,248	-	(160,223)	(160,223)	(160,223)
Actual Student Enrollment	525	360	-	360	-	360	-	360	-	360	360	-			-			
Prior Year Actual Revenue Per Pupil	2016-17																	
	146,609	77,500	-	27,500	-	37,500	-	47,545	-	140,045	140,045	-	6,564	6,564	-			
	6,195	10,000	-	1,018	-	5,000	-	46,290	-	56,616	56,616	-	(68,933)	(68,933)	-			
	46,109	12,500	-	10,000	-	12,500	-	15,000	-	50,000	50,000	-	(13,900)	(13,900)	-			
	76,095	22,500	-	22,500	-	22,500	-	22,500	-	90,000	90,000	-	(13,900)	(13,900)	-			
	56,188	10,290	-	10,290	-	10,290	-	10,290	-	41,160	41,160	-	15,008	15,008	-			
	14,226	97,500	-	5,000	-	35,000	-	76,627	-	249,127	249,127	-	(73,855)	(73,855)	-			
	13,822	10,000	-	10,000	-	10,000	-	10,000	-	40,000	40,000	-	(6,178)	(6,178)	-			
	87,204	10,000	-	15,000	-	15,000	-	31,176	-	107,126	107,126	-	(8,921)	(8,921)	-			
	78,278	15,000	-	7,500	-	15,000	-	12,500	-	50,000	50,000	-	28,278	28,278	-			
	152,387	20,000	-	15,000	-	10,000	-	60,000	-	105,600	105,600	-	(46,767)	(46,767)	-			
	4,491	4,491	-	13,451	-	13,451	-	15,451	-	48,804	48,804	-	(23,653)	(23,653)	-			
	13,607	4,000	-	5,000	-	5,000	-	5,000	-	1,000	1,000	-	(6,166)	(6,166)	-			
	334	1,000	-	1,000	-	1,000	-	1,000	-	10,000	10,000	-	(1,055)	(1,055)	-			
	8,895	4,000	-	4,000	-	4,000	-	2,000	-	10,000	10,000	-	(1,055)	(1,055)	-			
	99,636	11,500	-	20,000	-	16,124	-	28,000	-	75,624	75,624	-	24,012	24,012	-			
	6,056	475	-	475	-	475	-	475	-	1,900	1,900	-	4,166	4,166	-			
	20,187	2,875	-	2,875	-	6,825	-	8,325	-	26,000	26,000	-	(5,803)	(5,803)	-			
TOTAL SCHOOL OPERATIONS	1,012,315	260,951	-	194,609	-	263,715	-	394,952	-	1,114,227	1,114,227	-	(103,912)	(103,912)	-			
FACILITY OPERATION & MAINTENANCE																		
Janitorial	49,441	51,130	-	-	-	-	-	-	-	51,130	51,130	-	(1,489)	(1,489)	-			
Building and Land Rent / Lease / Facility Finance Interest	1,450	22,500	-	-	-	-	-	-	-	22,500	22,500	-	(21,050)	(21,050)	-			
Repairs & Maintenance	12,172	25,000	-	-	-	-	-	-	-	25,000	25,000	-	(12,628)	(12,628)	-			
Equipment / Furniture	34,399	50,000	-	-	-	-	-	-	-	50,000	50,000	-	(15,601)	(15,601)	-			
Utilities																		
TOTAL FACILITY OPERATION & MAINTENANCE	97,862	148,630	-	-	-	-	-	-	-	148,630	148,630	-	(50,768)	(50,768)	-			
DEPRECIATION & AMORTIZATION																		
RESERVES / CONTINGENCY																		
TOTAL EXPENSES	8,842,092	2,514,361	-	2,297,838	-	2,233,803	-	2,472,512	-	9,473,514	9,473,514	-	(1,111,422)	(1,111,422)	-			
NET INCOME	448,472	588,604	-	980,816	-	(635,227)	-	(672,893)	-	286,248	286,248	-	(160,223)	(160,223)	-			

**NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
BALANCE SHEET
2017-18**

	Prior Year	Q1	Q2	Q3	Q4
	2016-17	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	3,032,747	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	5,268	-	-	-	-
Prepaid Expenses	24,553	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	3,062,568	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>					
	-	-	-	-	-
<u>OTHER ASSETS</u>					
	129,258	-	-	-	-
TOTAL ASSETS	3,191,826	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	145,175	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	145,175	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
	-	-	-	-	-
TOTAL LIABILITIES	145,175	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	3,046,651	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	3,046,651	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS					
	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	3,191,826	-	-	-	-

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES													
2017-18 Budget / Operating Plan						2017-18 Budget / Operating Plan							
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	
	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Total Revenue	1,125,805	1,179,664	53,859	1,208,233	1,279,618	71,385	1,295,262	1,359,282	64,020	1,359,262	1,423,262	64,000	
Total Expenses	2,154,804	2,179,664	24,860	2,165,377	2,179,618	14,241	2,182,148	2,195,282	13,134	2,182,148	2,195,282	13,134	
Net Income	588,603	580,816	7,787	652,856	657,899	5,043	653,114	664,000	10,886	653,114	664,000	10,886	
Actual Student Enrollment	560	560	0	560	560	0	560	560	0	560	560	0	
*NOTE: Enrollment, Revenue and Expenditure Data in the "Total and Variance Analysis" Section is Based on LAST ACTUAL QUARTER COMPLETED.													
ENROLLMENT - *School Districts Are Linked To Above Entries*													
NYC CHANCELLOR'S OFFICE													
ALL OTHER SCHOOL DISTRICTS: (Count + 0)													
TOTAL ENROLLMENT	560	560	0	560	560	0	560	560	0	560	560	0	
REVENUE PER PUPIL	5,541	5,895	354	2,872	3,160	288	2,872	3,160	288	2,872	3,160	288	
EXPENSES PER PUPIL	4,000	4,113	113	3,899	4,135	236	3,899	4,135	236	3,899	4,135	236	



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
2017-18

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Carol "Lili" Lynton

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

None Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>None</i> Please write "None" if applicable. Do not leave this space blank.</p>				

Carol Lyub 7/13/17
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 917 602 4208

The Dinet Group
 Business Address: 16 E 40 St 5fl NY NY 10065

E-mail Address: lilylynton@yahoo.com

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Peter Cantillo

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i>			

Please write "None" if applicable. Do not leave this space blank.			
None			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None				

Signature  Date 7/17/17

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: (917) 531-0739

Business Address: _____

E-mail Address: petercahill@gmail.com

Home Telephone: _____

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Frederick Levy

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

<i>Please write "None" if applicable. Do not leave this space blank.</i> NONE			
---	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> NONE				

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: NA

Business Address: NA

E-mail Address: clerfhome@MSN.COM

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Michael Nathan

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Three

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<i>None</i>		

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
--	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	<i>None</i>			

[Handwritten Signature] _____ *7/12/17* _____
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: *MNATHAN@STBLAW.COM*

Home Telephone: [REDACTED]

Home Address: [REDACTED]



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: NEW VISIONS CHARTER SCHOOL FOR THE HUMANITIES
- Trustee's name (print): EDNA R. VEGA
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
DIRECTOR
- Home address: _____
- Business Address: 7600 COLLINS AVE STE 613 MIAMI BEACH FL 33141
- Daytime phone: _____
- E-mail: eveganycboe@aol.com
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE				

Edna R. Vez

Signature

19 JULY 2017

Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: JINDRA ZITEK

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *member*

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

--	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
		NONE		

Jin 20 7/25/2017
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 646 727 5880
 Business Address: Flexport, 250 Park Ave South, NYC, NY 10003
 E-mail Address: jindra.zitek@gmail.com
 Home Telephone: 
 Home Address: 

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

NANCY GROSSMAN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

6. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Chairperson

7. Is the trustee an employee of any school operated by the Education Corporation? ___ Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

8. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

___ Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i> write "None" if applicable. Do not leave this space blank.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s)

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Stacy Martin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s) <i>None</i>	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Selina Urbina

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

None.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.
 None.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None.				

Signature *Sullivan* Date 7/25/2017

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 212-913-5568

Business Address: 730 Third Ave NY NY 10017

E-mail Address: selina.urbina@gmail.com

Home Telephone: [REDACTED]

Home Address: [REDACTED]



Entry 9 BOT Table

Created: 07/05/2017 • Last updated: 07/20/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Peter Cantillo	petercantillo@gmail.com	Trustee/Member		Yes	Business	1, 3 years (12/14/15-12/31/18)	10
2	Nancy Grossman	nancygrossman1@gmail.com	Chair/Board President		Yes	Higher Education, Arts	1, 3 Years (2/22/16-12/31/19)	12
3	Frederick Levy	derfhome@msn.com	Trustee/Member		Yes		1, 3 years (12/5/16-12/31/19)	5 or less
4	Carol "Lili" Lynton	lilitnton@yahoo.com	Trustee/Member		Yes	Business	1, 3 Years (1/11/16-12/31/19)	10

5	Stacy Martin	smartin@wallacefoundation.org	Treasurer		Yes	Finance, Non-Profit	1, 3 Years (5/18/15-12/31/18)	9
6	Michael Nathan	mnathan@stblaw.com	Trustee/Member		Yes		1, 3 Years (4/24/17-12/31/20)	5 or less
7	Selina Urbina	selina.urbina@gmail.com	Trustee/Member		Yes	Legal, Non-Profit	1, 3 Years (2/22/16-12/31/19)	9
8	Edna Vega	eveganycboe@aol.com	Trustee/Member		Yes	School Leader, ELLs	1, 3 Years (1/11/16-12/31/19)	6
9	Jindra Zitek	jindra.zitek@gmail.com	Trustee/Member		Yes	Finance	1, 3 Years (1/11/16-12/31/19)	9
10								
11								
12								
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20								

-
- 2. Total Number of Members on June 30, 2016** 9
- 3. Total Number of Members Joining the Board 2016-17 School Year** 2
- 4. Total Number of Members Departing the Board during the 2016-17 School Year** 2
- 5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes** 9
- 6. Number of Board Meetings Conducted in the 2016-17 School Year** 12
- 7. Number of Board Meetings Scheduled for the [2017-18](#) School Year** 12

Thank you.



Entry 11 Enrollment and Retention of Special Populations

Last updated: 07/27/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>HUM carried out extensive outreach to community school district 10 and the surrounding districts to inform families and community members about the school and the admissions process. Recruitment strategies were comprehensive and included some of the following: participation in the citywide and borough wide high school fairs hosted by the Department of Education, middle school outreach, direct mailing campaigns to over 17,000 eighth graders residing in the Bronx, street outreach, hosting of open houses and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. HUM has built relationships with feeder middle schools and community based organizations over the years. HUM connected with several middle schools including MS 254, MS 45, MS 391 and Emolior Academy. During these visits, HUM presented to families and Parent-Teacher Conferences, as well as connected with staff. Some of the visits allowed for face-to-face contact which facilitates engagement with families of high need students who may have specific questions about supports and programs offered at HUM. Additionally, the school hosted information sessions and open houses to further inform</p>	<p>To meet recruitment targets for 2017-2018, HUM executed similar outreach strategies to that of the previous year. The following outreach strategies were particularly helpful in receiving a substantial number of applications, including those who are economically disadvantaged: participation in the citywide and borough wide high school fairs hosted by the Department of Education, middle school outreach and direct mailing campaigns to over 17,000 eighth graders residing in the Bronx. HUM also utilizes current families as a strategy to help engage potential families in the application and enrollment process.</p> <p>Additionally, HUM has found open houses and school tours to be effective in recruiting special groups because it allows families to ask questions and feel more connected to the staff. HUM operational and instructional staff participated at each school-based event where families receive information regarding the application process and were provided assistance if needed. HUM promoted open house events at all outreach events throughout the recruitment season.</p>

families and the community about the school and the admissions process. All information sessions and open houses included the dissemination of recruitment materials, enrollment applications, a question and answer period, a school tour and individual consultation with families who are interested. These are held at HUM and are publicized widely through the dissemination of flyers and postcards to families as well as the school's webpage (<http://www.newvisions.org/HUM>) on the network's website which receives over 15,000 hits during the recruitment season. Families were also encouraged to visit the school to see classes in action and meet currently enrolled students.

At HUM, we see enrollment and retention as a priority, and as such the parent coordinator has continued overseeing and executing HUM's recruitment and marketing efforts. The parent coordinator is supervised by the director of school operations (DSO) and supported by the New Visions network during monthly check-ins and quarterly network meetings. This team, along with the DSO is responsible for meeting all enrollment targets and continuously communicating with families from the waitlist as seats become available; until HUM is fully enrolled.

HUM took additional steps to attract English language learners (ELLs) by carrying out comprehensive outreach within community school district 10 and the surrounding districts of 9, 11 and 12. HUM canvassed neighborhoods near the school and hosted tables in strategic locations like Fordham Road to answer questions and encourage families to apply. HUM also benefited from New Visions' extensive network of agencies and organizations that support and interact with these groups of students. New Visions created a database of over 200 partner organizations that supports families throughout the Bronx and NYC, including organizations that provide social services to high need families such as those in the foster care and shelter systems, and connected with them via mailings to promote HUM applications and information about our recruitment process.

In order to reach out to families for whom English is not their primary language and students with IEPs, New Visions, collaborating with HUM, developed family-friendly and accessible information regarding support services in place for HUM students. The brochure, *Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 plans* is an example of this work. This brochure outlines the New Visions network guiding principles for supporting our students and supports we have in place, such as bilingual electives, integrated co-

In addition to the strategies outline above, HUM took additional steps to ensure that ELL students knew of the school and were encouraged to apply. This included connecting with middle schools in district 10 and all surrounding districts, including those while high ELL populations. Additionally we ensured that all outreach materials were available in Spanish. Most importantly, our application is available in nine languages (English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese) through the NYC Charter Center's Common Application to ensure that non-English speaking families have access to apply to our school. Furthermore, HUM benefits from a curated database of over 200 partner organizations that supports families throughout the Bronx and NYC, including organizations that provide social services to high need families such as those in the foster

English
Language
Learners

teaching model (ICT) and special education teacher support services (SETSS). This brochure has been translated into Spanish, French, and Haitian Creole to facilitate accessibility for families. HUM found the brochure particularly useful during outreach events such as citywide and borough high school fairs as it promoted conversation between school staff and prospective families of high need students. In addition to the recruitment strategies outlined above, our application was available in nine languages (English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese) through the NYC Charter Center’s Common Application to ensure that non-English speaking families have access to apply to our school.

care and shelter systems, and connected with them via mailings to promote HUM applications and information about our recruitment process.

Students with Disabilities

In addition to the recruitment strategies outlined above, we conducted targeted outreach to middle schools with high numbers of students with disabilities as well as provided information by mail and email to a list of over 200 contacts that specifically work with target populations such as Resources for Children with Special Needs. As described above, in order to reach out to families for with students with IEPs, New Visions, collaborating with HUM, developed family-friendly and accessible information regarding support services in place for HUM students. The brochure, Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 plans is an example of this work. This brochure outlines the New Visions network guiding principles for supporting our students and supports we have in place, such as bilingual electives, integrated co-teaching model (ICT) and special education teacher support services (SETSS). This brochure has been translated into Spanish, French, and Haitian Creole to facilitate accessibility for families. HUM found the brochure particularly useful during outreach events such as citywide and borough high school fairs as it promoted conversation between school staff and prospective families of high need students. This brochure was also used during the middle school information sessions, fairs and at community-based forums such as the

In addition to the strategies outline above, HUM took additional steps to ensure that students with disabilities knew of the school and were encouraged to apply. Additionally, whenever possible HUM canvassed neighborhoods near the school and hosted tables in strategic locations like Fordham Road or other heavily visited locations in areas of the Bronx to answer questions directly and encourage families to apply. HUM continued to use New Visions’ family-friendly and accessible brochure regarding support services in place for HUM students. The brochure, Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 plans outlines the New Visions network guiding principles for supporting our students and supports we have in place, such as bilingual electives, integrated co-teaching model (ICT) and special education teacher support services (SETSS). This brochure has been translated into Spanish, French and Haitian Creole to facilitate accessibility for families.

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>HUM is committed to attracting and retaining at-risk students including economically disadvantaged students by offering a high-quality educational program; hiring and training highly qualified teachers, and communicating regularly with families. We utilize the Response to Intervention (RtI) framework which is a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program, Wilson Just Words, and small reading group instruction using Read 180 to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need, including general education students, students with disabilities, ELLs, and economically disadvantaged students.</p>	<p>HUM puts a number of programs in place to support the academic and social-emotional growth and success of students in target sub populations. During the 2017-18 school year HUM will continue to implement an attendance intervention plan in support of meeting retention targets. Traditionally there has been a correlation between the number of absences and the socioeconomic status of a student. HUM acknowledges that many of our students have various aspects in their lives that create barriers, making it difficult for them to focus on their education. Knowing this, HUM will continue to make attendance a main priority. Through earlier intervention, transparency of attendance data, consistent communication and follow up with families we will prevent more of our students from becoming chronically absent. In addition we will create targeted intervention groups and provide mentoring for students.</p>
	<p>As a commitment to retaining ELL students we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. During enrollment, families complete a Home Language Identification Survey (HLIS) during the student enrollment process which helps to identify students who may need English language support. Once the ELL student is identified, he or she will take the New York State Identification Test for English Language Learners (NYSITELL). The results from the NYSITELL will determine eligibility for English as a Second Language/English as a New Language (ESL/ENL) services. Additionally, the parent and community coordinators at HUM assists the instructional staff in creating spaces for families to come in and speak to staff about their student's progress. HUM has hosted</p>	

family nights where families of students with IEPs and ELLs have an opportunity to speak to staff about their progress.

In addition, HUM monitors students' English proficiency progress in day-to-day social and academic interactions using formal and informal assessments such as the WIDA Model or teacher created assessments. HUM offers a standalone double block of ESL/ENL for the increasingly large number of beginner to low intermediate ELLs that are attracted to the school. This double block of standalone ESL/ENL replaces the students' ELA course until students are ready to mainstream into ELA. This standalone course has proven more effective than an integrated ELA/ESL course for newcomer ELLs because it provides a "safe space" that builds' students' confidence and more efficiently scaffolds the students' academic English Language skills. As a result, new ELL students are able to quickly mainstream into integrated ELA/ESL courses and are more successful in their core content courses. Furthermore, HUM educates high intermediate, advanced and recently determined proficient ELLs by providing integrated ESL/ENL instruction in the content area classes in the courses most appropriate. HUM also offer Native Language Arts courses levels 1-3 for students whose native language is Spanish in order to develop the student's academic reading and writing skills in Spanish. This course is offered to both English Language Learners and the general population. Research has shown that efforts to develop literacy skills in students' native language will translate into aptitude with their second language literacy development. These services ensure that ELLs gain academic English language fluency as quickly as possible while developing the content knowledge and academic language required for success across the curriculum. While meeting the statutory requirements for educating ELLs, HUM provides its ELL students with equal access to the full and rich educational program provided to native English speakers.

In addition to current efforts made to support and retain ELL students we plan to: continue to distribute the Home Language Survey at the time of enrollment to gather information on the student, which then can be used to determine if a student should take the NYSESLAT and receive ENL services; ensure that all correspondence is translated into Spanish; have translators regularly available for families so that they are comfortable and feel supported within our school community; partner HUM ELLs with mentor teachers that are certified in English to Speakers of Other Languages (ESOL) and/or bilingual and introduce their families to these teacher/mentor advocates; and conduct ELL information sessions for families to help them better understand the supports that HUM provides our ELLs.

HUM is committed to retaining students with disabilities, and therefore will continue to

English
Language
Learners

Student
s with
Disabilit
ies

As a commitment to retaining students with disabilities we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.

HUM has a special education coordinator and employs certified special education teachers to coordinate special education services and to provide special education support services. The school provides special education teacher support services (SETSS) and integrated co-teaching (ICT) services. SETSS provides supplemental instruction to support the participation of a special education student in the general education classroom. These services are designed for greatest flexibility so that students with IEPs can remain in the general education classroom and benefit from the combined expertise of both the general and special education teachers. SETSS services may be provided within the general education classroom or in a separate location on-site. In addition, there are ICT sections per grade level that are taught by the core content level teacher (ELA, math, social studies, science) working in conjunction with the grade level special education teacher. Additionally, to continue to support students with IEPs, HUM provides Wilson Literacy Intervention class.

Lastly, through formal quarterly progress reports, the special education teacher review students' academic progress and make adjustments to the supports for general education teachers, including professional development in appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities.

work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.

HUM has an associate director of special education and employs certified special education teachers to coordinate special education services and to provide special education support services. Additionally, HUM provides in house mandated counseling to SWD in accordance with their IEP recommended services. In 2017-2018 HUM will add an additional counselor to support all SWD with Transition Services and partner programs, including ACCESS-VR, the Transition Coordination Center, and TOP. The school provides special education teacher support services (SETSS) and integrated co-teaching (ICT) services. SETSS provides supplemental instruction to support the participation of a special education student in the general education classroom. These services are designed for greatest flexibility so that students with IEPs can remain in the general education classroom and benefit from the combined expertise of both the general and special education teachers. SETSS services may be provided within the general education classroom or in a separate location on-site. In addition, there are ICT sections per grade level that are taught by the core content level teacher (ELA, math, social studies, science) working in conjunction with the grade level special education teacher.

Lastly, through formal quarterly progress reports, the special education teacher will continue to review students' academic progress and make adjustments to the supports for general education teachers, including professional development in appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities.



Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/13/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	42	5	5	3	45

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	6	1	1	0	6

Thank you

New Visions Charter High Schools

2017-2018 School Calendar

School Start Date

Thursday, September 7th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 183 days)

September – June:

- 166 school days (165 instructional days)
- 13 Regents days (including rating days & RCT)
- 4 professional development days (September 6th, November 7th, January 29th, June 7th)
- Last day of school is June 26th

Trimester Instructional Days

- Trimester 1: 55 instructional days
- Trimester 2: 55 instructional days
- Trimester 3: 55 instructional days (note that June 26th does not count toward instructional seat time)

PSAT / SAT & ACT Testing Dates

PSAT: TBD

SAT: TBD

ACT: TBD

Additional Assessment Windows

Fall Performance Series Reading: TBD

Spring Performance Series Reading: TBD

NYSESLAT: TBD

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

July 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4 Holiday	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 New Teacher Report Date: ALL SCHOOLS					

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

August 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Returning Teacher Report Date: ALL SCHOOLS	15	16 August Regents Exams	17 August Regents Exams	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

September 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Labor Day – No School	5 No School for Students	6 No School for Students Professional Development Day	7 First Day of School	8	9
10	11	12	13	14	15	16
	3	4	5	6	7	
17	18	19	20	21 Rosh Hashanah – No School	22 Rosh Hashanah – No School	23
	8	9	10			
24	25	26	27	28	29	30
	11	12	13	14	15	

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

October 2017

New Visions Charter High Schools

October 2017						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 BEDS Day	5	6	7
	16	17	18	19	20	
8	9 Columbus Day – No School	10	11	12	13	14
		21	22	23	24	
15	16	17	18 Progress Reports (T1)	19	20	21
		25	26	27	28	29
22	23	24	25	26	27	28
		30	31	32	33	34
29	30	31				
	35	36				

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

November 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			37	38	39	
5	6	7 Election Day – No School for Students Professional Development Day	8	9	10	11
		40	41	42	43	
12	13	14	15	16	17	18
		44	45	46	47	48
19	20	21	22	23 Thanksgiving – No School	24 Thanksgiving – No School	25
		49	50	51		
26	27	28	29	30 End of Trimester #1		
		52	53	54	55	

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

December 2017

New Visions Charter High Schools

December 2017						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Beginning of Trimester #2	2
					1	
3	4	5	6	7	8	9
	2	3	4	5	6	
10	11	12	13	14	15	16
	7	8	9	10	11	
17	18 Report Cards (T1)	19	20	21	22	23
	12	13	14	15	16	
24	25 Winter Break No School	26 Winter Break No School	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

January 2018

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Winter Break No School	2	3	4	5	6
		17	18	19	20	
7	8	9	10	11	12	13
	21	22	23	24	25	
14	15 Martin Luther King Jr. Day – No School	16	17 Progress Reports (T2)	18	19	20
		26	27	28	29	
21	22 Regents - TBD	23 Regents - TBD	24 Regents - TBD	25 Regents - TBD	26 Regents Rating Day	27
28	29 No School for Students Regents Scoring (if needed) Professional Development Day	30	31			
		30	31			

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

February 2018

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				32	33	
4	5	6	7	8	9	10
	34	35	36	37	38	
11	12	13	14	15	16	17
	39	40	41	42	Lunar New Year – No School	
18	19	20	21	22	23	24
	President’s Day – No School	Mid-Winter Break – No School				
25	26	27	28			
	43	44	45			

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

March 2018

New Visions Charter High Schools

March 2018						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3

April 2018

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Spring Break – No School	3 Spring Break – No School	4 Spring Break – No School	5 Spring Break – No School	6 Spring Break – No School	7
8	9	10	11	12	13	14
		12	13	14	15	16
15	16	17	18	19	20	21
		17	18	19	20	21
22	23	24	25	26	27 Progress Reports (T3)	28
		22	23	24	25	26
29	30					
	27					

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

May 2018

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
			28	29	30	31
6	7	8	9	10	11	12
	32	33	34	35	36	
13	14	15	16	17	18	19
	37	38	39	40	41	
20	21	22	23	24	25	26
	42	43	44	45	46	
27	28	29	30	31		
	Memorial Day – No School		47	48	49	

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

June 2018

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					50	
3	4	5	6	7	8	9
		51	52	53	54	
		No School for Students Professional Development Day				
10	11	12	13	14	15	16
		55	Regents - TBD	Regents - TBD	Eid al-Fitr – No School	
		Regents - TBD	Regents - TBD	Regents - TBD		
17	18	19	20	21	22	23
	Regents - TBD	Regents - TBD	Regents - TBD	Regents - TBD	No School for Students Regents Rating Day	
24	25	26	27	28	29	30
	No School for Students	Last Day of School for Students Report Cards (T3)	56		Last Day of School for Teachers	

Revised 5/1/17

Purple numbers in right corner indicate instructional days: 183 total (166 school days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.